



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 10041132  
SAU: Appleton School Department  
School: Appleton Village School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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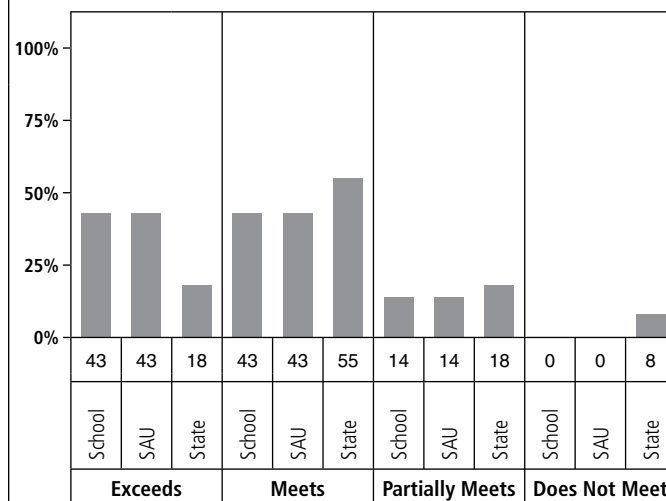
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 7  
SAU: Appleton School Department  
School: Appleton Village School

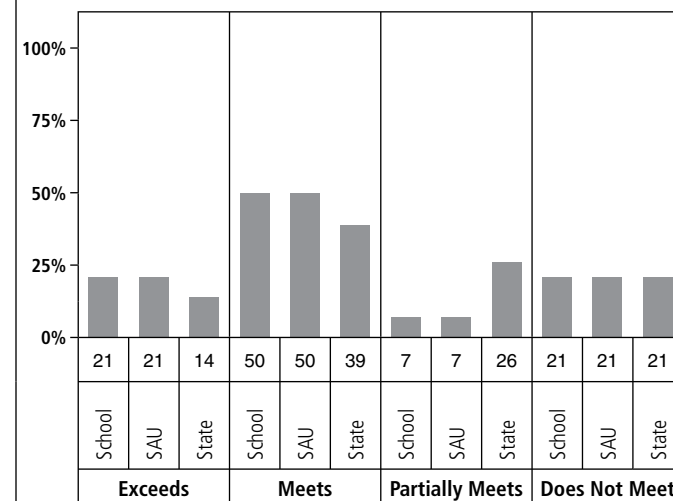
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	745	745	745
2006–2007	748	748	748
<b>2007–2008</b>	<b>759</b>	<b>759</b>	<b>750</b>
Cum. Avg. *	751	750	748
<b>Mathematics</b>			
2005–2006	733	735	740
2006–2007	743	743	742
<b>2007–2008</b>	<b>749</b>	<b>749</b>	<b>743</b>
Cum. Avg. *	742	743	742

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 7  
 SAU: Appleton School Department  
 School: Appleton Village School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	14	100	14	100	14818	100	14	100	14	100	14698	99	14	100	14	100	14694	99												
Ethnicity African American/Black	1	7	1	7	381	3	1	100	1	100	372	98	1	100	1	100	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99												
Hispanic	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	177	100												
Caucasian/White	13	93	13	93	13927	94	13	100	13	100	13825	99	13	100	13	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	2	14	2	14	2556	17	2	100	2	100	2508	99	2	100	2	100	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	4	29	4	29	5461	37	4	100	4	100	5408	99	4	100	4	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	12	86	12	86	12195	82	12	86	12	86	12215	82												
Identified disability (PET/IEP)	0	0	0	0	418	3	0	0	0	0	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
<b>Participation with accommodations</b>	2	14	2	14	2320	16	2	14	2	14	2303	16												
Identified disability (PET/IEP)	2	100	2	100	1912	82	2	100	2	100	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	27	0	0	0	0	0	28	0												
<b>Non-participation – other</b>	0	0	0	0	93	1	0	0	0	0	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	Appleton School Department
School:	Appleton Village School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	0	0	0	0	1769	11
	2006-2007	2	10	2	10	2630	18
	<b>2007-2008</b>	<b>6</b>	<b>43</b>	<b>6</b>	<b>43</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	8	17	8	17	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	6	50	7	54	7521	49
	2006-2007	10	50	10	50	7605	51
	<b>2007-2008</b>	<b>6</b>	<b>43</b>	<b>6</b>	<b>43</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	22	48	23	49	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	5	42	5	38	3773	24
	2006-2007	7	35	7	35	3000	20
	<b>2007-2008</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	14	30	14	30	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	1	8	1	8	2399	16
	2006-2007	1	5	1	5	1620	11
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	2	4	2	4	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	40.5	72.3	40.5	72.3	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	19.9	71.1	19.9	71.1	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	20.6	73.6	20.6	73.6	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Appleton School Department  
 School: Appleton Village School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	14	6	43	6	43	2	14	0	0	759	14	43	43	14	0	759	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	1										1						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	0										0						173	12	54	18	15	746
Caucasian/White	13	5	38	6	46	2	15	0	0	757	13	38	46	15	0	757	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2330	2	30	36	32	735
No	12	6	50	6	50	0	0	0	0	763	12	50	50	0	0	763	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	0										0						342	8	46	22	24	741
No	14	6	43	6	43	2	14	0	0	759	14	43	43	14	0	759	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	4										4						5299	9	51	26	14	745
No	10	5	50	5	50	0	0	0	0	764	10	50	50	0	0	764	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	14	6	43	6	43	2	14	0	0	759	14	43	43	14	0	759	14514	18	55	18	8	750
<b>Gender</b>																						
Female	9	6	67	2	22	1	11	0	0	764	9	67	22	11	0	764	7084	24	55	15	6	752
Male	5	0	0	4	80	1	20	0	0	749	5	0	80	20	0	749	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	14	6	43	6	43	2	14	0	0	759	14	43	43	14	0	759	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	3										3						574	61	38	1	0	765
No	11	3	27	6	55	2	18	0	0	753	11	27	55	18	0	753	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 7  
 SAU: Appleton School Department  
 School: Appleton Village School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						6	9	42	24	25	741
B. less than one hour	79	5	45	4	36	2	18	0	0	760	79	45	36	18	0	760	50	17	56	19	8	750
C. one to two hours	21	1	33	2	67	0	0	0	0	753	21	33	67	0	0	753	40	20	58	16	6	752
D. more than two hours	0										0						4	19	49	21	11	749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	29	2	50	2	50	0	0	0	0	766	29	50	50	0	0	766	36	24	58	14	5	753
B. They match some of what I have learned.	57	3	38	4	50	1	13	0	0	756	57	38	50	13	0	756	50	16	58	19	8	749
C. They match just a little of what I have learned.	7	1	100	0	0	0	0	0	0	780	7	100	0	0	0	780	11	13	45	26	16	745
D. There is no match.	7	0	0	0	0	1	100	0	0	734	7	0	0	100	0	734	3	4	35	29	31	737
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	36	4	80	1	20	0	0	0	0	770	36	80	20	0	0	770	28	35	52	9	5	756
B. good	64	2	22	5	56	2	22	0	0	753	64	22	56	22	0	753	52	15	60	18	7	750
C. fair	0										0						18	3	49	33	15	742
D. poor	0										0						2	2	41	28	29	738
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	21	1	33	1	33	1	33	0	0	753	21	33	33	33	0	753	16	13	48	23	16	745
B. about the same as my regular schoolwork	79	5	45	5	45	1	9	0	0	760	79	45	45	9	0	760	65	18	57	18	7	750
C. easier than my regular schoolwork	0										0						19	21	57	16	6	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	0	0	1	100	0	0	734	7	0	0	100	0	734	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	57	3	38	4	50	1	13	0	0	758	57	38	50	13	0	758	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	36	3	60	2	40	0	0	0	0	765	36	60	40	0	0	765	36	28	58	10	4	755
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	79	6	55	4	36	1	9	0	0	761	79	55	36	9	0	761	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	21	0	0	2	67	1	33	0	0	749	21	0	67	33	0	749	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	9	46	26	19	743
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	0										0						17	25	57	13	6	753
B. 20 minutes to an hour	64	6	67	2	22	1	11	0	0	764	64	67	22	11	0	764	45	22	56	16	6	752
C. less than 20 minutes	7	0	0	1	100	0	0	0	0	748	7	0	100	0	0	748	13	14	56	21	9	748
D. I rarely read at home.	29	0	0	3	75	1	25	0	0	750	29	0	75	25	0	750	24	8	53	26	13	745
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	734	100	0	0	100	0	734						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Appleton School Department  
School: Appleton Village School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	0	0	0	0	1646	11
	2006-2007	2	10	2	10	2142	14
	<b>2007-2008</b>	<b>3</b>	<b>21</b>	<b>3</b>	<b>21</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	5	11	5	11	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	4	33	5	38	5497	36
	2006-2007	9	45	9	45	5642	38
	<b>2007-2008</b>	<b>7</b>	<b>50</b>	<b>7</b>	<b>50</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	20	43	21	45	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	4	33	4	31	4514	29
	2006-2007	8	40	8	40	4077	27
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	13	28	13	28	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	4	33	4	31	3797	25
	2006-2007	1	5	1	5	3001	20
	<b>2007-2008</b>	<b>3</b>	<b>21</b>	<b>3</b>	<b>21</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	8	17	8	17	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>16</b>	<b>29</b>	9.5	59.4	9.5	59.4	8.8	55.0
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>25</b>	6.8	48.6	6.8	48.6	5.5	39.3
<b>Cluster 3: Mathematical Decision Making</b>	<b>8</b>	<b>14</b>	4.5	56.3	4.5	56.3	3.5	43.8
<b>Cluster 4: Patterns</b>	<b>18</b>	<b>32</b>	8.4	46.7	8.4	46.7	7.9	43.9

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Appleton School Department  
 School: Appleton Village School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	14	3	21	7	50	1	7	3	21	749	14	21	50	7	21	749	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	1										1						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	0										0						175	9	32	30	29	737
Caucasian/White	13	3	23	6	46	1	8	3	23	748	13	23	46	8	23	748	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2321	2	16	26	55	727
No	12	3	25	7	58	1	8	1	8	753	12	25	58	8	8	753	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	0										0						356	7	23	24	45	731
No	14	3	21	7	50	1	7	3	21	749	14	21	50	7	21	749	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	4										4						5301	5	31	31	33	736
No	10	2	20	6	60	1	10	1	10	750	10	20	60	10	10	750	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	14	3	21	7	50	1	7	3	21	749	14	21	50	7	21	749	14517	14	39	26	21	743
<b>Gender</b>																						
Female	9	3	33	4	44	1	11	1	11	752	9	33	44	11	11	752	7086	14	40	26	20	743
Male	5	0	0	3	60	0	0	2	40	742	5	0	60	0	40	742	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	14	3	21	7	50	1	7	3	21	749	14	21	50	7	21	749	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	3										3						575	64	31	3	1	765
No	11	1	9	6	55	1	9	3	27	744	11	9	55	9	27	744	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 7  
 SAU: Appleton School Department  
 School: Appleton Village School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						6	7	29	26	37	734
B. less than one hour	79	2	18	6	55	0	0	3	27	747	79	18	55	0	27	747	50	13	39	26	22	742
C. one to two hours	21	1	33	1	33	1	33	0	0	753	21	33	33	33	0	753	40	15	42	26	17	744
D. more than two hours	0										0						4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	43	1	17	4	67	0	0	1	17	751	43	17	67	0	17	751	32	21	40	23	16	747
B. They match some of what I have learned.	29	1	25	2	50	0	0	1	25	750	29	25	50	0	25	750	50	12	42	27	19	743
C. They match just a little of what I have learned.	29	1	25	1	25	1	25	1	25	745	29	25	25	25	25	745	15	7	32	31	30	737
D. There is no match.	0										0						3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	29	2	50	2	50	0	0	0	0	765	29	50	50	0	0	765	25	34	42	13	11	753
B. good	57	1	13	4	50	1	13	2	25	743	57	13	50	13	25	743	47	10	45	27	18	743
C. fair	14	0	0	1	50	0	0	1	50	740	14	0	50	0	50	740	23	3	30	36	32	735
D. poor	0										0						5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	43	1	17	3	50	1	17	1	17	747	43	17	50	17	17	747	36	6	38	29	27	738
B. about the same as my regular schoolwork	50	2	29	4	57	0	0	1	14	754	50	29	57	0	14	754	53	13	42	27	18	744
C. easier than my regular schoolwork	7	0	0	0	0	0	0	1	100	720	7	0	0	0	100	720	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	71	3	30	5	50	1	10	1	10	754	71	30	50	10	10	754	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	29	0	0	2	50	0	0	2	50	736	29	0	50	0	50	736	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	100	3	21	7	50	1	7	3	21	749	100	21	50	7	21	749	9	15	37	25	23	742
B. two or three days a week	0										0						20	13	41	26	20	743
C. two or three times each month	0										0						30	15	40	27	18	744
D. never or almost never	0										0						41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	29	1	25	2	50	0	0	1	25	747	29	25	50	0	25	747	20	17	39	23	22	744
B. two or three days a week	50	2	29	3	43	1	14	1	14	751	50	29	43	14	14	751	29	16	40	25	19	744
C. two or three times a month	21	0	0	2	67	0	0	1	33	744	21	0	67	0	33	744	26	13	40	28	20	743
D. never or almost never	0										0						24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						8	7	32	26	35	736
B. 30–45 minutes	50	0	0	4	57	0	0	3	43	739	50	0	57	0	43	739	41	12	38	27	23	741
C. 45–60 minutes	43	3	50	2	33	1	17	0	0	759	43	50	33	17	0	759	41	17	42	24	16	745
D. more than 60 minutes	7	0	0	1	100	0	0	0	0	750	7	0	100	0	0	750	10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	726	100	0	0	0	100	726						
B.	0										0											
C.	0										0											
D.	0										0											

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